



STATE OF MONTANA

JOB PROFILE AND EVALUATION

Principal - DRAFT

SECTION I – Identification

Working Title Principal		Job Code Number N/A	Job Code Title N/A
Pay Band N/A	Position Number 51300302	<input checked="" type="checkbox"/> FLSA Exempt <input type="checkbox"/> FLSA Non-Exempt <input type="checkbox"/> Represented by Collective Bargaining	
Department Education		Division and Bureau N/A	
Section and Unit N/A		Work Address and Phone 3911 Central Avenue Great Falls MT 59405 406-771-6000	
Profile Produced By Steve Gettel		Work Phone 406-771-6001	

Work Unit Mission Statement or Functional Description

The vision of the Montana School for the Deaf and the Blind is to promote and maintain excellent and comprehensive educational opportunities for deaf, hard-of-hearing, blind, low vision and deaf-blind children in Montana which shall lead to the highest potential for adult life of independence and self-sufficiency; a meaningful personal, family and community life; and a useful, productive occupational life.

Describe the Job's Overall Purpose:

The principal is the instructional leader for the school responsible for creating a school environment conducive to teaching and learning. The principal promotes the mission of the school by establishing a trusting relationship with staff, students, and parents and works collaboratively with the greater school community. The principal provides day to day supervision of all staff in the education program giving guidance on curriculum and instruction to maximize opportunities for teaching and learning. The principal leads the school improvement process and ensures that the education program complies with all aspects of IDEA and state program regulations for special education services.

SECTION II - Major Duties or Responsibilities	% of Time
<p>1. Promoting a school climate conducive to teaching and learning</p> <ul style="list-style-type: none"> Provides general supervision of students, supports the code of student behavior, and monitors and facilitates the implementation of the school's progressive discipline plan. Monitors the physical condition of the instructional facilities and reports safety, maintenance and repair issues to the Business Manager in a timely manner. Communicates regularly with parents to maintain relationships that support positive student behavior and academic achievement. 	10%
<p>2. Establishing clear communication and productive relationships</p> <ul style="list-style-type: none"> Works cooperatively with the Dean of Students and Director of Outreach Services to develop the school calendar and plan and schedule campus and outreach activities and events offered by the school. Develops positive and productive relationships with the Great Falls Public Schools, other local education agencies, the Office of Public Instruction, MCASE, CSPD, Part C providers and other agencies and programs that support or work collaboratively with MSDB to serve deaf and blind children in Montana. 	10%
<p>3. Supervising the Education Program</p> <ul style="list-style-type: none"> With the supervising teacher(s) and supervising interpreter directs, supervises and evaluates all staff in the education program including, teachers, teacher assistants, interpreters, support specialists, administrative support staff. Directs the daily work of the administrative support staff. Reviews teacher lesson plans coordinating their progression with the curriculum sequence and approved instructional materials. Provides leadership and guidance to staff in carrying out their classroom instruction or program activities. Approves all expenditure requests from staff. Approves bi-weekly timesheets and leave requests from staff. Serves on the management team for collective bargaining and labor management committee. Ensures program compliance with all federal and state regulations for special education including the IDEA, ESEA, NCLB, and applicable sections of the MCA and ARM. Monitors the Education Program's compliance with state and federal programs. Oversees maintenance of student records and confidentiality of all student information protected by FERPA. Supervises the development of class and student schedules and staff assignments. With the supervising teacher(s) and supervising interpreter monitors inclusion support for students placed in mainstream classes. Monitors the ERT/IEP process and with the supervising teachers conducts ERT/IEP meetings. 	60%

<p>4. Leading the school improvement process</p> <ul style="list-style-type: none"> • Works collaboratively as a member of the administrative team to prioritize and allocate resources and develop the budget priorities for the education operating budget. • Provides leadership and guidance for school improvement initiatives. • Evaluates and makes recommendations regarding staff development or changes and improvements to the education program. • Monitors assessment, curriculum development and textbook and instructional material selection processes. 	<p>10%</p>
<p>1. Give specific examples of the types of problems solved, decisions made or procedures followed when performing the most frequent duties.</p> <ul style="list-style-type: none"> • While developing appropriate class schedules to meet the needs of each student the principal must make the best use of all resources including consideration of individual teachers' abilities and strengths. It is important to know the students and to know the teachers on an in-depth basis. • While keeping up with the demands of the day-to-day operation of the programs the principal must manage his/her use of time to ensure that classroom observation, interaction with teachers, students and parents, and program planning for on-going improvements in curriculum and instruction, are addressed on a regular and timely basis. 	
<p>2. What do you consider the most complicated part of the job?</p> <p>The most complicated aspect of this position is dealing with all of the different needs expressed by the staff and students, managing student discipline, keeping up with deadlines and in general managing the workload.</p>	
<p>3. What guidelines, manuals or written established procedures are available to the incumbent?</p> <p>MSDB Policy Manual Staff Handbook Student Handbook IDEA 2004 Regulations OPI Special Education Guides OPI Annual Data Collection Guides and Reports Montana Codes Annotated Administrative Rules of Montana Golden Triangle Curriculum Union contracts</p>	
<p>5. If this position supervises other positions, complete the following information.</p> <p>The number of employees supervised is 54.</p> <p>List the complexity level of the subordinates; professional to paraprofessionals.</p> <p>Please list the Position Number for those supervised .</p> <p>Is this position responsible for:</p>	

- ☒ Hiring
 ☒ Firing
 ☒ Performance Management
 ☐ Promotions
☒ Supervision
 ☒ Discipline
 ☐ Pay Level
 ☐ Other:

6. Organizational Chart (attached).

SECTION III - Minimum Qualifications

Main knowledge and skill areas required for the job:

Knowledge

- Knowledge of early intervention practices
- An understanding of special education law and regulations, principles and practices of general and special education
- A basic understanding of support services; speech/language, audiology, physical therapy, and occupational therapy
- An understanding of school psychology and counseling services
- Working knowledge of the unique educational needs of deaf and blind students
- An understanding of communication issues related to deafness/hard of hearing
- An understanding of the Expanded Core Curriculum and its application for visually impaired students
- Knowledge of current research and developments in curriculum and instruction specific to the education of deaf and blind children
- An understanding of curriculum, instructional pedagogy, and how to adapt curriculum for deaf and blind students
- Knowledge of best practices in general education as well as education of the deaf, blind, and multi-handicapped students
- Knowledge of professional development initiatives in the fields of deaf and blind education as well as special education and general education.
- An ability to recognize student and program needs and to help develop avenues to meet those needs
- Knowledge of management/leadership concepts and techniques for application of management processes

Skills

- An ability to communicate in a clear and concise manner, both orally and in writing
- An ability to maintain professionalism, integrity and honesty in all relationships
- An ability to communicate with a wide range of people in a variety of situations
- An ability to be an active listener
- An ability to discern the individuals issues and interests of staff
- An ability to deal with a wide variety of problems that may arise from the demands placed on staff
- An ability to evaluate the essential aspects of problems presented and craft and implement workable solutions
- An ability to remain calm and supportive to the staff, students, and parents while solving problems
- An ability to direct staff with clearly communicated expectations for work performance
- An ability to motivate and promote teamwork among staff members

- An ability to manage time and work schedules effectively
- An ability to complete tasks assigned independently and in a timely manner
- An ability to develop trust and respect with staff, students, parents and constituents
- Demonstrated fluency in the expressive and receptive use of American Sign Language
- An ability to utilize student data management programs and computer applications such as Word, Excel, and Outlook
- An ability to effectively facilitate ERT/IEP, staff and department meetings

Behaviors required to perform the duties:

Communication

Modalities

- Demonstrate a level of Braille and /or sign language competency necessary to accommodate the communication needs of the students we serve

Listening Skills

- Listen carefully to understand what is being communicated by others

Communication Effectiveness

- Accept the variety of communication modalities used by our students and families we serve
- Communicate with clarity regardless of the modality being used
- Listen to and communicate with others in a positive, nonjudgmental, and thoughtful manner
- Share critical information

Communication with Constituents

- Maintain a professional attitude and communicate MSDB's vision when encountering situations outside the work environment
- Provide accurate information and when unsure, refer questions to an appropriate and reliable source

Sensitivity to Confidential Information

- Maintain confidentiality in a tactful manner

Conflict Management

- Preserve healthy working relationships by maintaining open lines of communication
- Remain objective and fair when dealing with controversy

Relationship Building

Loyalty and Dedication

- Dedicate ourselves to the mission and purposes of the school

Commitment

- Commit ourselves to the development of strong, supportive relationships through the use of sound communication skills
- Establish trust and credibility by building relationships with students, families and the greater school community
- Develop positive working relationships with all members of work units

Accountability

- Maintain accountability in all levels of our position to parents, fellow staff members, supervisors, administrators, and constituents
- Take ownership of our actions, words and service

Personal Effectiveness

Thinking and Problem Solving

- Use reason and logic to identify and solve problems
- Exchange ideas and uses input from others to make good decisions and solve problems

- Use vision and creativity to reach conclusions and decisions, or, comes up with new ways to accomplish a task
- Help prevent and resolve conflicts

Initiative and Common Sense

- Set a positive and stable tone in working relationships with students, parents, co-workers, and the greater school community
- Openly share and communicate work-related information and knowledge with appropriate people

Flexibility

- Accept suggestions and make changes in work assignments and performance necessary to meet the needs of the students and their families and schools
- Adjust our working style to best meet the needs and abilities of the students we serve

Teamwork

- Work cooperatively with staff and the greater school community to meet the needs of students and to achieve the goals of the school

Ethics

- Seek integrity within the work experience in order to extend excellence to all students in their educational and cultural heritage
- Promote honesty by adherence to policies and procedures and any professional code of ethics related to the position
- Maintain accountability for communication recognizing the effect both verbal and nonverbal communication may have on students, parents, fellow staff and the greater school community
- Treat others with respect and fairness in a tactful, trustworthy, and nonjudgmental manner

Education and experience: (the **minimum** educational requirements for this job, as it relates to a new employee on the **first day** of work)

- | | |
|--|--|
| <input type="checkbox"/> No education required | <input type="checkbox"/> 2 year job-related college or vocational training |
| <input type="checkbox"/> High school diploma or equivalent | <input type="checkbox"/> College degree (Bachelor's) |
| <input type="checkbox"/> 1 year job-related college or vocational training | <input checked="" type="checkbox"/> Post-graduate degree or equivalent (e.g. Master's, JD) |

Acceptable fields of study:

Education of the deaf or blind, or general special education, and school administration.

Other education and training

Please check the one box that indicates the minimum amount of job-related work experience needed as a new employee on the first day of work:

- | | |
|--|--|
| <input type="checkbox"/> No prior work experience required | <input type="checkbox"/> 3 to 4 years job-related work experience |
| <input type="checkbox"/> 1 to 2 years of job-related work experience | <input checked="" type="checkbox"/> 5 or more years of job-related work experience |

Specific experience:

A minimum of five years of experience in either the education of the deaf or the education of the blind is necessary to be considered for this position. At least two of the years must be as a supervisory administrator.

☐ This agency will accept alternative methods of obtaining necessary qualifications.

SECTION IV – Other Important Job Information

List any other important information associated with this position, such as working conditions, supervision provided or received, scope and effect and personal contact.

This position requires the following professional licenses and endorsements from the Office of Public Instruction:

Class 1: Professional (A Class 2 Standard Educator License or meet the qualifications of the Class 2 Standard Educator License; and a master's degree in professional education or an endorsable teaching area(s) from an accredited college or university; and verification of three years of successful K-12 teaching experience as a licensed teacher.)

and,

Class 3: Administrator (A master's degree in an accredited school administration program or the equivalent; and must qualify for an administrative endorsement in one of the following areas; Principal: Elementary, Secondary, or K-12 Superintendent or, Special Education Supervisor.)

SECTION V – Signatures		
My signature below (typed or hand written) indicates the statements in Section I to IV are accurate and complete.		
Employee:		
Signature	Title	Date
Immediate Supervisor:		
Signature	Title	Date
Administrative Review:		
Signature	Title	Date

JOB EVALUATION FORM		
This section is to be completed by a trained classifier in the agency or by State Personnel Division.		
Prepared By	Date	
Position Status: <input type="checkbox"/> Reclassified <input type="checkbox"/> Vacant <input type="checkbox"/> New Position		
Choice of Class Series:		
Position Summary:		
Benchmark Factoring		
Classification Factor Level:		
The predominant work of this position consists of:		
<u>Factor level Comparison:</u>		
<u>Benchmark Comparisons:</u>		
Classifier Signature	Title	Date

Upon completion of this section the classifier should make certain that the Job Code Number, Job Code Title and Pay Band on the first page of this document accurately reflect the Choice of Class Series and classification factor level determined above. Attach Organizational Chart, Audit Notes or other pertinent information.

This completed document should now be filed in: I:\Classref\Agencyjp\agency#\filename).
 File naming convention is: (position#)jp(date).doc (e.g. 000573jp0100.doc, where date is: month year).